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UNCLAS SECTION 01 OF 02 PRETORIA 004505

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E.O. 12958: N/A

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SUBJECT: FY-05 SUMMER ENGLISH TEACHING INSTITUTE -
RESULTS REPORT / MPP: ECONOMIC DEVELOPMENT
(EDUCATION/ENGLISH TEACHING)

1. BACKGROUND: The U.S. Department of State Summer English Teaching Institute (SETI) is a fully sponsored six-week program for South African teacher-trainers involved in English language education. Since it's inception in 1986, over 500 South African English teachers and teacher-trainers from the Department of Education, universities and non-governmental organizations (NGOs) have come through the program hosted by different universities in the United States. The University of Pennsylvania (UPenn) hosted this year's program from June 17 to July 31, 2005, with five weeks in Philadelphia, and the last week in Washington, D.C. UPenn offered intensive training on developing content-based instructional materials in three thematic areas: Entrepreneurship, Civic Education, and HIV/Aids.

2. THIS YEAR'S PROGRAM: The SETI-2005 group found the UPenn program to be well organized and efficiently delivered. The mornings were spent in lectures, and the afternoons either in the computer lab, the library, or visiting organizations involved with Entrepreneurship, Civic Education, or HIV/AIDS. Participants generally found the academic content to be relevant, timely, and effective in addressing curriculum and social justice considerations in South Africa. Teaching English through content-based instruction is a valuable way of using cross-curricular material as well as getting educators to work with the curriculum documents in a way which allows them to become more knowledgeable about their subject. Backward design resonates with the Design Down process which Education Specialists are advocating in South Africa. Furthermore, the Blackboard Teaching system was an amazing example of how learning and teaching can be enhanced utilizing new technology.

3. CULTURAL HIGHLIGHTS: The SETI-2005 participants agreed that UPenn and the Department of State went to amazing lengths to ensure their exposure to as much of American life as possible. They were impressed by the home stays, which illustrated the daily life of Americans, and made them realize that they were not that different. They were deeply impressed by an eatery in Philadelphia that employs HIV positive people and offers counseling sessions to anyone who wants to stop by and talk. They praised the White Dog Cafe, a restaurant linked to the Enterprise Center in Philadelphia that teaches students how to start a business. Highlights of the cultural aspect included a concert by the Philadelphia Symphony Orchestra; "West Side Story"; and "Crowns." It was great to be accompanied by the UPenn teaching assistants around Philadelphia. A group visit to the cinema to watch the movie "Crash" highlighted the racial prejudice that exists in people world-wide, but also demonstrated that there is hope for people to transform. The Live 8 and Philadelphia Freedom Concerts were other highlights.

4. LIVING HISTORY: The history of America's independence and various social and civil struggles became a reality for them when they visited institutions such as the National Liberty Museum and Constitutional Centre. New York and the somber reality of ground zero, the seriousness of the United Nations, the solidity of the New York Stock Exchange, the excitement of seeing the Statue of Liberty, the euphoria at being on the top of the Empire State building was balanced by the wonderful hive of activity in Little Italy, Chinatown and Harlem, where they enjoyed both Italian and African American cuisine. In Washington they visited the White House, the Vietnam War Memorial, The Holocaust Museum, and the Smithsonian Institute.

5. RESULTS: All in all, participants said their six weeks in the United States of America was a life changing experience in the sense that they met new friends, challenged their assumptions about Americans and their fellow South Africans, pushed the boundaries of their intellect, gained a deep sense of the intrinsic qualities which bind people despite their differences, and came home determined to use this knowledge to enhance their

personal and professional lives. They were all eager to participate in future developments with other SETI alumni and look forward to SETI's 20th anniversary in 2006.

16. CHALLENGES BACK HOME: Like many previous SETI groups, the 2005 participants expressed frustration with their South African schools and Department of Education offices for showing little interest in what they had learned and failing to facilitate opportunities for them to share and implement what they brought back.

17. RECOMMENDATIONS: The 2005 group recommended that future groups be more careful about time management and get started on the projects much earlier. The week before presentation of the final product was extremely traumatic and stressful. They also urged the U.S. Embassy to seek a memorandum of understanding or other agreement with the South African Department of Education regarding the Department's commitment to involving SETI alumni in curriculum design, in-service training and materials development on their return.

HARTLEY